

# Kindergarten Inventory of Developmental Spelling (KIDS; Ganske, 1995)

## Administration

[Note: This assessment may be given individually or to two or three students at a time.]

1. Tell the children that you are going to ask them to write some words (on the KIDS Answer Sheet on page 345) so that you will know which letters and sounds to teach them.

2. Model spelling of the word *map* by demonstrating and thinking aloud on the chalkboard or on chart paper. Show the children how to stretch out the word so that you can better hear the sounds; a rubber band provides a useful visual of how this process works. Say, "We're going to write some words. Listen to me and watch what I do as I write a word. First, I'm going to say the word I want to spell, *map*. Now I'm going to say it again, but this time I'm going to say it slowly so that I can stretch it out, just like I can stretch out this rubber band. That way I can try to hear all of the sounds. *Mmmm-aaaa-ppp*. (Stretches rubber band while saying the word.) Now I need to think about all of the sounds I hear. Let's listen carefully. *Mmmm*. I hear an /m/ sound at the beginning, so I'm going to write down the letter *m*. *Mmmm-aaaa*. After the /m/, I hear an /ä/ sound, so I'm going to write the letter *a*. *Mmmm-aaaa-p ... mmm-aaa-pppp*. At the end I hear a /p/ sound, so I'm going to write *p*. I think *map* is spelled *m-a-p*."

3. "Now I want you to write some words that I'm going to say. Stretch out the word and listen carefully. Then put down the sounds you hear. If you're not sure, just do the best you can. If you forget how to make a letter, you can use the alphabet strip at the top of your paper. Ready? Here's the first word."

4. Using one of the two forms of words below, dictate each of the words in order. It can be helpful for spellers to hear the word used in a short sentence, such as those provided. Don't assist with further modeling, but do prompt students with "What other sounds do you hear?" if they seem to stall in their writing.

5. When the spellings are finished, ask if children need clarification of any letters that are confusing before moving on to the next child or small group.

### Form A Words

jam	<i>I had jam on my toast.</i>
rob	<i>He tried to rob the bank.</i>
fun	<i>She had a fun time at the fair.</i>
sip	<i>You can sip with a straw.</i>
let	<i>We let the dog in.</i>

### Form B Words

sat	<i>He sat on the couch.</i>
mop	<i>I need to mop the floor.</i>
rug	<i>She bought a new rug.</i>
fin	<i>We saw the whale's fin.</i>
web	<i>The spider made a web.</i>

**Scoring**

1. Use the KIDS Scoring Guide on the facing page to score the spellings. Award points as follows:

- 6 = Correct Spelling
- 5 = Phonetically Correct Beginning, Middle, & Ending Sounds
- 4 = Phonetically Correct Beginning & Ending Sounds
- 3 = Phonetically Correct Beginning Sound
- 2 = Phonetically Correct Ending Sound
- 1 = Random Letters or Letters from Name: No Sound Connection
- 0 = Scribbles, Waves, Letter-like Symbols

2. Locate the spelling that most closely matches the child's spelling; check off the word or record the point value next to each response on the child's answer sheet. Continue in like manner until the spelling of each word has been analyzed. Tally the total points. Record the total score and the point value that typifies the child's spellings: 6, 5, 4, 3, 2, 1, or 0.

# KIDS Scoring Guide

## Form A

6	<b>JAM</b>
5	GAM, JEM, GEM, JAME, GAME
4	JM, GM, JMA, GMA
3	J, G, or +(Random Letters)
2	M or +(Random Letters)
1	Random Letters
0	Scribbles, Waves, Letter-like Symbols

6	<b>ROB</b>
5	RIB, WIB, YIB, ROP, WOP, YOP, ROBE
4	RB, RP, WB, YB, RBA
3	R, W, Y, or +(Random Letters)
2	B, P, or +(Random Letters)
1	Random Letters
0	Scribbles, Waves, Letter-like Symbols

6	<b>FUN</b>
5	FON, VON, VUN, FONE, VONE
4	FN, VN, FNA, VNA
3	F, V, or +(Random Letters)
2	N, or +(Random Letters)
1	Random Letters
0	Scribbles, Waves, Letter-like Symbols

6	<b>SIP</b>
5	SEP, CEP, CIP, SIB, CIB, SIPA, SEPE
4	SP, CP, SB, CB, ZP, ZB, SPA, CPA, ZPA
3	S, C, Z or +(Random Letters)
2	P, B, or +(Random Letters)
1	Random Letters
0	Scribbles, Waves, Letter-like Symbols

6	<b>LET</b>
5	LAT, LAD, LED, LETE, LATE, LETA, LADA
4	LT, LD, LTA, LDA
3	L or +(Random Letters)
2	T, D, or +(Random Letters)
1	Random Letters
0	Scribbles, Waves, Letter-like Symbols

## Form B

6	<b>SAT</b>
5	CAT, SET, CET, SATE, CATE, SATA
4	ST, CT, STA, CTA
3	S, C, or +(Random Letters)
2	T or +(Random Letters)
1	Random Letters
0	Scribbles, Waves, Letter-like Symbols

6	<b>MOP</b>
5	MIP, MIB, MOB, MIPA, MOBE
4	MP, MB, MPA, MBA
3	M or +(Random Letters)
2	P, B, or +(Random Letters)
1	Random Letters
0	Scribbles, Waves, Letter-like Symbols

6	<b>RUG</b>
5	ROG, YUG, YOC, WUG, WOG, RUK
4	RG, RC, RK, YG, YKA,
3	R, Y, W, or +(Random Letters)
2	G, K, C or +(Random Letters)
1	Random Letters
0	Scribbles, Waves, Letter-like Symbols

6	<b>FIN</b>
5	FEN, FIN, VEN, FINE, FINA
4	FN, VN, FNA, VNA, FNE, VNE
3	F, V, or +(Random Letters)
2	N, or +(Random Letters)
1	Random Letters
0	Scribbles, Waves, Letter-like Symbols

6	<b>WEB</b>
5	WAB, RAB, YAB, REB, YEB, WEBE
4	WB, YB, RB, YB, WBE, WBA
3	W, Y, R, or +(Random Letters)
2	B, P, or +(Random Letters)
1	Random Letters
0	Scribbles, Waves, Letter-like Symbols

Note: For points 4 and 5 above, a string of letters may sometimes be added to the end of the word. Also, for points 2–5, a vowel may be placed in front of the consonant(s)—ELT for let.

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## KIDS Answer Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Total Points: \_\_\_\_\_/30

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

**a b c d e f g h i j k l m n o p q r s t u v w x y z**

1.

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2.

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3.

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4.

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5.

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